

**COMMISSIONER'S EDUCATIONAL EQUITY COUNCIL (CEEC) MEETING
MINUTES
AUGUST 27, 2003
9 A.M. – 2 P.M.
STATE BOARD ROOM**

Attending:

Roy Adkins, Cindy Baumert, Aukram Burton, Sandy Canon, Demetria Choice, Roger Cleveland, Greg Figgs, Linda France, Carla Garr, Bonnie Marshall, Kevin Noland, Rebecca Powell, David Tachau, Susan Weston, and Gene Wilhoit

Goal of the Council

Commissioner Wilhoit reinforced the goal of the council, which is to look at the various developments across the state and within the Kentucky Department of Education (KDE) from the lens of educational equity and provide advice to KDE on future directions.

Kentucky's Update on the Federal No Child Left Behind (NCLB) – Kevin Noland

Kevin Noland shared that the Kentucky Board of Education (KBE) is trying to understand and adopt procedures around the NCLB, new federal legislation that in principle mirrors very directly what Kentucky has attempted to do, while preserving the integrity of the current system.

The NCLB has subpopulation accountability. A school under the federal system will look at the total school population to see if they reached their goal, and if they have sufficient numbers of particular subpopulations they are accountable separately for those (*poverty, limited English proficiency, members of major racial and ethnic groups, and students with disabilities*). The KBE decided on a minimum of 10 students per grade and 30 per school with regard to subpopulation accountability. CEEC members expressed concern with accountability being based only on numbers and with the impact federal guidelines and rules have on the thought process in schools. SB 168 has been powerful because it forces every school to sit down and look at information and make educational decisions about educating our children. It was suggested that long-term trends (raw numbers) be used to make decisions.

Kentucky must also define a "full academic year" and decide, if under CATS, this can be tailored to meet the needs of children and not diminish the capacity to directly impact children. The transient student issue impacts this definition. Teachers need enough time and opportunity to reach students. The CEEC suggested a shared accountability system for the transient child; a more comprehensive assessment system to track students and not just by numbers and statistics; more consistency in terms of diagnostic tools; quick and electronic student information; and transportation for transient students moving around within a district to enable them to continue to attend the same school. It was also suggested that Jefferson and Fayette Counties be brought to the table for a discussion around this issue along with others outside education. A cut-point for fraud should be built in to prevent inequitable distribution of students throughout districts, and schools and districts must talk to one another. Deputy Commissioner Linda France called for suggestions for incentives that could be put in place that would encourage teachers, principals, and superintendents to look at students along a continuum and reward them for impacting continuous assessment. Districts should not look at this as a disincentive. Suggestions should be forwarded to Linda France at lfrance@kde.state.ky.us.

Scholastic Audit and Review Report

Pat Hurt and Lou Spencer with the Office of Leadership and School Improvement presented the Scholastic Audit and Review Report. The report is not conclusive, but it points to lessons learned since 1999. The Scholastic Audit and Review Report is a fluid document. The document provides flexibility and great capacity to fill in identified achievement gaps. Ms. Hurt indicated that many schools are seeing the power of the Scholastic Audit process and are requesting audits. Although the CATS scores for the audited schools indicate progress is being made, teachers should not let the state assessment become the determination of how well their students are doing, and this indicator should not become the sole determinant of success or failure of a school. Kentucky, as a state, has not put the kind of attention behind the authentic assessment process that needs to be going on in schools. Assessment needs to be done on reading comprehension in elementary and middle schools with interventions in place.

Commissioner Wilhoit reported that the Division of Curriculum Development is simplifying the Core Content and Program of Studies by making these documents more technology-based, developing sample units of studies around each content area at each grade level, developing assessment data banks tied to each of the learning goals, and providing instructional modeling. Student work at each level (novice, apprentice, proficient, and distinguished) will be a part of the units of studies, and teachers will be able to analyze each of these samples. The department was cautioned to use student work with accurate content pieces.

The CEEC is concerned that the strong leadership systems needed to turn schools around are not always in place, that the indicators need to **clearly** reflect that the audit process is concerned with hiring, that audits need to occur at elementary schools, that schools need to talk to each other and that districts need to talk to schools, and that parent involvement and school culture continue to be issues.

Pat and Lou invited the CEEC to e-mail any concerns or input they have with regard to the Scholastic Audit and Review Report to lspencer@kde.state.ky.us or phurt@kde.state.ky.us or call (502)564-2116. Resources can be found at the following sites:

<http://www.kyschools.org/KDE/Administrative+Resources/School+Improvement/default.htm>

<http://www.kyschools.org/KDE/Administrative+Resources/School+Improvement/Standards+and+Indicators+for+School+Improvement/default.htm>

Area Achievement Gap Coordinators

Michael Dailey, one of five area Achievement Gap School Improvement Coordinators (SIC) covering Kentucky, addressed the CEEC. The coordinators were identified in response to the elimination of the regional services centers. The coordinators' primary role is to be brokers of services and to establish networks of educational partners to help support districts and schools. The coordinators will identify schools that aren't doing well in the systemic process and looking at how districts are supporting those individual schools and determine what support mechanisms are in place and sharing this information with other districts that are struggling in the same areas. The coordinators will address the needs of equitable resources, services, delivery, and support the needs of all children. The coordinators will attend the Commonwealth Institute for Parent Leadership to establish parent relationships. The following Web site contains the map of achievement gap service areas:

http://www.kentuckyschools.net/cgi-bin/MsmGo.exe?grab_id=108502406&EXTRA_ARG=&host_id=1&page_id=2653&query=achievement+gap+coordinators&hiword=ACHIEVEMENT+GAP+COORDINATORS+

Michael Dailey noted that Kay Brown also serves Taylor and Adair Counties.

The CEEC noted the following resources for coordinators to partner with:

- The department's Closing the Achievement Gap Web site (*coming soon*)
- Kentucky Association for Gifted Education (*KAGE*)
- State Advisory Council for Gifted and Talented Education (*Carla Garr*)
- Kentucky Association of Black School Educators (*KABSE*)
- One Community, One Voice (*Roger Cleveland*)
- The tape: Student Voices (*Aukram Burton*)
- The book: Common Sense About Uncommon Knowledge: The Knowledge Bases for Diversity (G. Pritch Smith)
- Dropout Tool-Kit

The CEEC called for the department's delivery of professional development to be looked at. The professional development process should be assessment, training and evaluation. Teachers need to be doing action research in their classrooms. College and universities need to be involved in this research. This research process empowers teachers themselves to feel they are professional decision makers and leaders in the schools. Michael Dailey has developed a process to frame questions that districts should ask themselves to identify the achievement gaps, and this process will be on the Closing the Achievement Gap Web site. A video is also being developed to show how communities are connected with the schools.

Roy Adkins voiced a concern with licensing for educational interpreters. He will contact Roger Cleveland for assistance. Also, congratulations to Roy and his wife who have been selected by USA Today as the #1 outstanding teaching team in the USA. An article showcasing them will be in the October 16 issue of USA Today.

Dates to Remember!

March 50th Anniversary of Brown vs. the Board of Education in conjunction with the Black Family Conference – Holiday Inn on Broadway

September 29 Kentucky Heritage Council, Ghens in Louisville

Next Agenda

Ask people to address this group regarding the tremendous set of resources coming out of Louisville and Jefferson County that will have a positive impact on curriculum and instruction.